

Klecza	Mollohan	Schiff
Kucinich	Moore	Scott (GA)
Lampson	Moran (VA)	Scott (VA)
Langevin	Murtha	Serrano
Lantos	Nadler	Sherman
Larsen (WA)	Napolitano	Skeltan
Larson (CT)	Neal (MA)	Slaughter
Lee	Oberstar	Snyder
Levin	Obey	Solis
Lewis (GA)	Oliver	Spratt
Lipinski	Ortiz	Stark
Lofgren	Owens	Stenholm
Lowey	Pallone	Strickland
Lucas (KY)	Pascarell	Stupak
Lynch	Pastor	Tanner
Majette	Payne	Tauscher
Maloney	Pelosi	Taylor (MS)
Markey	Peterson (MN)	Thompson (CA)
Marshall	Pomeroy	Thompson (MS)
Matheson	Price (NC)	Tierney
Matsui	Rahall	Turner (TX)
McCarthy (MO)	Rangel	Udall (CO)
McCarthy (NY)	Reyes	Udall (NM)
McCollum	Rodriguez	Van Hollen
McDermott	Ross	Velázquez
McGovern	Rothman	Visclosky
McIntyre	Roybal-Allard	Waters
McNulty	Ruppersberger	Watson
Meehan	Rush	Watt
Meek (FL)	Ryan (OH)	Waxman
Meeks (NY)	Sabo	Weiner
Menendez	Sánchez, Linda	Wexler
Michaud	T.	Woolsey
Millender-	Sanchez, Loretta	Wu
McDonald	Sanders	Wynn
Miller (NC)	Sandlin	
Miller, George	Schakowsky	

NOT VOTING—17

Bachus	Costello	Jones (OH)
Ballance	Davis (FL)	McCrery
Ballenger	DeGette	Tauzin
Bereuter	DeMint	Towns
Berkley	Deutsch	Wilson (NM)
Carson (OK)	Emerson	

□ 1312

So the resolution, as amended, was agreed to.

The result of the vote was announced as above recorded.

A motion to reconsider was laid on the table.

PERSONAL EXPLANATION

Mr. BACHUS. Mr. Speaker, due to the primary election in Alabama held on June 1, 2004, I missed rollcall votes 210, 211, 212, 213, 214, 215, 216, and 217. Please note that if present, I would have voted "aye" on each of the votes.

REMOVAL OF NAME OF MEMBER AS COSPONSOR OF H.R. 3113

Mr. JACKSON of Illinois. Mr. Speaker, I ask unanimous consent to have my name removed as a cosponsor of H.R. 3113.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Illinois?

There was no objection.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on motions to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Record votes on postponed questions will be taken later in the day.

TEACHER TRAINING ENHANCEMENT ACT

Mr. McKEON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4409) to reauthorize title II of the Higher Education Act of 1965.

The Clerk read as follows:

H.R. 4409

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as "Teacher Training Enhancement Act".

SEC. 2. TEACHER QUALITY ENHANCEMENT GRANTS.

Part A of title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) is amended to read as follows:

"PART A—TEACHER QUALITY ENHANCEMENT GRANTS FOR STATES AND PARTNERSHIPS

"SEC. 201. PURPOSES; DEFINITIONS.

"(a) PURPOSES.—The purposes of this part are to—

"(1) improve student academic achievement;

"(2) improve the quality of the current and future teaching force by improving the preparation of prospective teachers and enhancing professional development activities;

"(3) hold institutions of higher education accountable for preparing highly qualified teachers; and

"(4) recruit qualified individuals, including minorities and individuals from other occupations, into the teaching force.

"(b) DEFINITIONS.—In this part:

"(1) ARTS AND SCIENCES.—The term 'arts and sciences' means—

"(A) when referring to an organizational unit of an institution of higher education, any academic unit that offers 1 or more academic majors in disciplines or content areas corresponding to the academic subject matter areas in which teachers provide instruction; and

"(B) when referring to a specific academic subject matter area, the disciplines or content areas in which academic majors are offered by the arts and science organizational unit.

"(2) EXEMPLARY TEACHER.—The term 'exemplary teacher' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"(3) HIGHLY QUALIFIED.—The term 'highly qualified' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"(4) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term 'high-need local educational agency' means a local educational agency—

"(A)(i)(I) that serves not fewer than 10,000 children from families with incomes below the poverty line; or

"(II) for which not less than 25 percent of the children served by the agency are from families with incomes below the poverty line;

"(ii) that is among those serving the highest number or percentage of children from families with incomes below the poverty line in the State, but this clause applies only in a State that has no local educational agency meeting the requirements of clause (i); or

"(iii) with a total of less than 600 students in average daily attendance at the schools that are served by the agency and all of whose schools are designated with a school locale code of 7, as determined by the Secretary; and

"(B)(i) for which there is a high percentage of teachers not teaching in the academic

subjects or grade levels that the teachers were trained to teach; or

"(ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

"(5) POVERTY LINE.—The term 'poverty line' means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

"(6) PROFESSIONAL DEVELOPMENT.—The term 'professional development' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"(7) SCIENTIFICALLY BASED READING RESEARCH.—The term 'scientifically based reading research' has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

"(8) SCIENTIFICALLY BASED RESEARCH.—The term 'scientifically based research' has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

"(9) TEACHING SKILLS.—The term 'teaching skills' means skills that—

"(A) are based on scientifically based research;

"(B) enable teachers to effectively convey and explain subject matter content;

"(C) lead to increased student academic achievement; and

"(D) use strategies that—

"(i) are specific to subject matter;

"(ii) include ongoing assessment of student learning;

"(iii) focus on identification and tailoring of academic instruction to students's specific learning needs; and

"(iv) focus on classroom management.

"SEC. 202. STATE GRANTS.

"(a) IN GENERAL.—From amounts made available under section 210(1) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible States to enable the eligible States to carry out the activities described in subsection (d).

"(b) ELIGIBLE STATE.—

"(1) DEFINITION.—In this part, the term 'eligible State' means—

"(A) the Governor of a State; or

"(B) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency.

"(2) CONSULTATION.—The Governor or the individual, entity, or agency designated under paragraph (1)(B) shall consult with the Governor, State board of education, State educational agency, or State agency for higher education, as appropriate, with respect to the activities assisted under this section.

"(3) CONSTRUCTION.—Nothing in this subsection shall be construed to negate or supersede the legal authority under State law of any State agency, State entity, or State public official over programs that are under the jurisdiction of the agency, entity, or official.

"(c) APPLICATION.—To be eligible to receive a grant under this section, an eligible State shall submit an application to the Secretary that—

"(1) meets the requirement of this section;

"(2) demonstrates that the State is in full compliance with sections 207 and 208;

"(3) includes a description of how the eligible State intends to use funds provided under this section;

“(4) includes measurable objectives for the use of the funds provided under the grant;

“(5) demonstrates the State has submitted and is actively implementing a plan that meets the requirements of sections 1111(h)(1)(C)(viii) and 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(h)(1)(C)(viii) and 6319); and

“(6) contains such other information and assurances as the Secretary may require.

“(d) USES OF FUNDS.—An eligible State that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) REFORMS.—Ensuring that all teacher preparation programs in the State are preparing teachers who are highly qualified, are able to understand scientifically based research and its applicability, and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by assisting such programs—

“(A) to retrain faculty; and

“(B) to design (or redesign) teacher preparation programs so they—

“(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) CERTIFICATION OR LICENSURE REQUIREMENTS.—Reforming teacher certification (including recertification) or licensing requirements to ensure that—

“(A) teachers have the subject matter knowledge and teaching skills in the academic subjects that the teachers teach that are necessary to help students meet challenging State student academic achievement standards; and

“(B) such requirements are aligned with challenging State academic content standards.

“(3) ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—

“(A) innovative approaches that reduce unnecessary barriers to State certification while producing highly qualified teachers;

“(B) programs that provide support to teachers during their initial years in the profession; and

“(C) alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.

“(4) INNOVATIVE PROGRAMS.—Planning and implementing innovative programs to enhance the ability of institutions of higher education to prepare highly qualified teachers, such as charter colleges of education or university and local educational agency partnership schools, that—

“(A) permit flexibility in meeting State requirements as long as graduates, during their initial years in the profession, increase student academic achievement;

“(B) provide long-term data gathered from teachers' performance over multiple years in the classroom on the ability to increase student academic achievement;

“(C) ensure high-quality preparation of teachers from underrepresented groups; and

“(D) create performance measures that can be used to document the effectiveness of in-

novative methods for preparing highly qualified teachers.

“(5) MERIT PAY.—Developing, or assisting local educational agencies in developing—

“(A) merit-based performance systems that reward teachers who increase student academic achievement; and

“(B) strategies that provide differential and bonus pay in high-need local educational agencies to retain—

“(i) principals;

“(ii) highly qualified teachers who teach in high-need academic subjects, such as reading, mathematics, and science;

“(iii) highly qualified teachers who teach in schools identified for school improvement under section 1116(b) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6316(b));

“(iv) special education teachers;

“(v) teachers specializing in teaching limited English proficient children; and

“(vi) highly qualified teachers in urban and rural schools or districts.

“(6) TEACHER ADVANCEMENT.—Developing, or assisting local educational agencies in developing, teacher advancement and retention initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a highly qualified mentor teacher or exemplary teacher) and pay differentiation.

“(7) TEACHER REMOVAL.—Developing and implementing effective mechanisms to ensure that local educational agencies and schools are able to remove expeditiously incompetent or unqualified teachers consistent with procedures to ensure due process for the teachers.

“(8) TECHNICAL ASSISTANCE.—Providing technical assistance to low-performing teacher preparation programs within institutions of higher education identified under section 208(a).

“(9) TEACHER EFFECTIVENESS.—Developing—

“(A) systems to measure the effectiveness of teacher preparation programs and professional development programs; and

“(B) strategies to document gains in student academic achievement or increases in teacher mastery of the academic subjects the teachers teach as a result of such programs.

“(10) TEACHER RECRUITMENT AND RETENTION.—Undertaking activities that—

“(A) develop and implement effective mechanisms to ensure that local educational agencies and schools are able effectively to recruit and retain highly qualified teachers; or

“(B) are described in section 204(d).

“(11) PRESCHOOL TEACHERS.—Developing strategies—

“(A) to improve the qualifications of preschool teachers, which may include State certification for such teachers; and

“(B) to improve and expand preschool teacher preparation programs.

“(e) EVALUATION.—

“(1) EVALUATION SYSTEM.—An eligible State that receives a grant under this section shall develop and utilize a system to evaluate annually the effectiveness of teacher preparation programs and professional development activities within the State in producing gains in—

“(A) the teacher's annual contribution to improving student academic achievement, as measured by State academic assessments required under section 1111(b)(3) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(3)); and

“(B) teacher mastery of the academic subjects they teach, as measured by pre- and post-participation tests of teacher knowledge, as appropriate.

“(2) USE OF EVALUATION SYSTEM.—Such evaluation system shall be used by the State to evaluate—

“(A) activities carried out using funds provided under this section; and

“(B) the quality of its teacher education programs.

“(3) PUBLIC REPORTING.—The State shall make the information described in paragraph (1) widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies.

“SEC. 203. PARTNERSHIP GRANTS.

“(a) GRANTS.—From amounts made available under section 210(2) for a fiscal year, the Secretary is authorized to award grants under this section, on a competitive basis, to eligible partnerships to enable the eligible partnerships to carry out the activities described in subsections (d) and (e).

“(b) DEFINITIONS.—

“(1) ELIGIBLE PARTNERSHIPS.—In this part, the term ‘eligible partnership’ means an entity that—

“(A) shall include—

“(i) a partner institution;

“(ii) a school of arts and sciences;

“(iii) a high-need local educational agency; and

“(iv) a public or private educational organization; and

“(B) may include a Governor, State educational agency, the State board of education, the State agency for higher education, an institution of higher education not described in subparagraph (A), a public charter school, a public or private elementary school or secondary school, a public or private educational organization, a business, a science-, mathematics-, or technology-oriented entity, a faith-based or community organization, a prekindergarten program, a teacher organization, an education service agency, a consortia of local educational agencies, or a nonprofit telecommunications entity.

“(2) PARTNER INSTITUTION.—In this section, the term ‘partner institution’ means an institution of higher education, the teacher training program of which demonstrates that—

“(A) graduates from the teacher training program exhibit strong performance on State-determined qualifying assessments for new teachers through—

“(i) demonstrating that the graduates of the program who intend to enter the field of teaching have passed all of the applicable State qualification assessments for new teachers, which shall include an assessment of each prospective teacher's subject matter knowledge in the content area or areas in which the teacher intends to teach; or

“(ii) being ranked among the highest-performing teacher preparation programs in the State as determined by the State—

“(I) using criteria consistent with the requirements for the State report card under section 207(a); and

“(II) using the State report card on teacher preparation required under section 207(a); or

“(B) the teacher training program requires all the students of the program to participate in intensive clinical experience, to meet high academic standards, and—

“(i) in the case of secondary school candidates, to successfully complete an academic major in the subject area in which the candidate intends to teach or to demonstrate competence through a high level of performance in relevant content areas; and

“(ii) in the case of elementary school candidates, to successfully complete an academic major in the arts and sciences or to demonstrate competence through a high level of performance in core academic subject areas.

“(c) APPLICATION.—Each eligible partnership desiring a grant under this section shall submit an application to the Secretary at such time, in such manner, and accompanied by such information as the Secretary may require. Each such application shall—

“(1) contain a needs assessment of all the partners with respect to teaching and learning and a description of how the partnership will coordinate with other teacher training or professional development programs, and how the activities of the partnership will be consistent with State, local, and other education reform activities that promote student academic achievement;

“(2) contain a resource assessment that describes the resources available to the partnership, the intended use of the grant funds, including a description of how the grant funds will be used in accordance with subsection (f), and the commitment of the resources of the partnership to the activities assisted under this part, including financial support, faculty participation, time commitments, and continuation of the activities when the grant ends;

“(3) contain a description of—

“(A) how the partnership will meet the purposes of this part;

“(B) how the partnership will carry out the activities required under subsection (d) and any permissible activities under subsection (e);

“(C) the partnership's evaluation plan pursuant to section 206(b);

“(D) how faculty of the teacher preparation program at the partner institution will serve, over the term of the grant, with highly qualified teachers in the classrooms of the high-need local educational agency included in the partnership;

“(E) how the partnership will ensure that teachers, principals, and superintendents in private elementary and secondary schools located in the geographic areas served by an eligible partnership under this section will participate equitably in accordance with section 9501 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7881);

“(F) how the partnership will design and implement a clinical program component that includes close supervision of student teachers by faculty of the teacher preparation program at the partner institution and mentor teachers;

“(G) how the partnership will design and implement an induction program to support all new teachers through the first 3 years of teaching that includes mentors who are trained and compensated by the partnership for their work with new teachers; and

“(H) how the partnership will collect, analyze, and use data on the retention of all teachers in schools located in the geographic areas served by the partnership to evaluate the effectiveness of its teacher support system; and

“(4) contain a certification from the high-need local educational agency included in the partnership that it has reviewed the application and determined that the grant proposed will comply with subsection (f).

“(d) REQUIRED USES OF FUNDS.—An eligible partnership that receives a grant under this section shall use the grant funds to reform teacher preparation requirements, to coordinate with State activities under section 2113(c) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6613(c)), and to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) REFORMS.—Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified, are able to understand scientifically based research and its applicability, and are able to use advanced

technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by—

“(A) retraining faculty; and

“(B) designing (or redesigning) teacher preparation programs so they—

“(i) are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) CLINICAL EXPERIENCE AND INTERACTION.—Providing sustained and high-quality preservice and in-service clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support for teachers, including preparation time and release time, for such interaction.

“(3) PROFESSIONAL DEVELOPMENT.—Creating opportunities for enhanced and ongoing professional development that improves the academic content knowledge of teachers in the subject areas in which the teachers are certified to teach or in which the teachers are working toward certification to teach, and that promotes strong teaching skills.

“(4) TEACHER PREPARATION.—Developing, or assisting local educational agencies in developing, professional development activities that—

“(A) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, limited English proficient students, and students with special learning needs; and

“(B) provide training in methods of—

“(i) improving student behavior in the classroom; and

“(ii) identifying early and appropriate interventions to help students described in subparagraph (A) learn.

“(e) ALLOWABLE USES OF FUNDS.—An eligible partnership that receives a grant under this section may use such funds to carry out the following activities:

“(1) ALTERNATIVES TO TRADITIONAL TEACHER PREPARATION AND STATE CERTIFICATION.—Providing prospective teachers with alternative routes to State certification and traditional preparation to become highly qualified teachers through—

“(A) innovative approaches that reduce unnecessary barriers to teacher preparation while producing highly qualified teachers;

“(B) programs that provide support during a teacher's initial years in the profession; and

“(C) alternative routes to State certification of teachers for qualified individuals, including mid-career professionals from other occupations, former military personnel, and recent college graduates with records of academic distinction.

“(2) DISSEMINATION AND COORDINATION.—Broadly disseminating information on effective practices used by the partnership, and coordinating with the activities of the Governor, State board of education, State higher education agency, and State educational agency, as appropriate.

“(3) MANAGERIAL AND LEADERSHIP SKILLS.—Developing and implementing professional development programs for principals and superintendents that enable them to be effective school leaders and prepare all students to meet challenging State academic content and student academic achievement standards.

“(4) TEACHER RECRUITMENT.—Activities—

“(A) to encourage students to become highly qualified teachers, such as extra-curricular enrichment activities; and

“(B) activities described in section 204(d).

“(5) CLINICAL EXPERIENCE IN SCIENCE, MATHEMATICS, AND TECHNOLOGY.—Creating opportunities for clinical experience and training, by participation in the business, research, and work environments with professionals, in areas relating to science, mathematics, and technology for teachers and prospective teachers, including opportunities for use of laboratory equipment, in order for the teacher to return to the classroom for at least 2 years and provide instruction that will raise student academic achievement.

“(6) COORDINATION WITH COMMUNITY COLLEGES.—Coordinating with community colleges to implement teacher preparation programs, including through distance learning, for the purposes of allowing prospective teachers—

“(A) to attain a bachelor's degree and State certification or licensure; and

“(B) to become highly qualified teachers.

“(7) TEACHER MENTORING.—Establishing or implementing a teacher mentoring program that—

“(A) includes minimum qualifications for mentors;

“(B) provides training and stipends for mentors;

“(C) provides mentoring programs for teachers in their first 3 years of teaching;

“(D) provides regular and ongoing opportunities for mentors and mentees to observe each other's teaching methods in classroom settings during the school day;

“(E) establishes an evaluation and accountability plan for activities conducted under this paragraph that includes rigorous objectives to measure the impact of such activities; and

“(F) provides for a report to the Secretary on an annual basis regarding the partnership's progress in meeting the objectives described in subparagraph (E).

“(8) COMPUTER SOFTWARE FOR MULTILINGUAL EDUCATION.—Training teachers to use computer software for multilingual education to address the needs of limited English proficient students.

“(f) SPECIAL RULE.—At least 50 percent of the funds made available to an eligible partnership under this section shall be used directly to benefit the high-need local educational agency included in the partnership. Any entity described in subsection (b)(1)(A) may be the fiscal agent under this section.

“(g) CONSTRUCTION.—Nothing in this section shall be construed to prohibit an eligible partnership from using grant funds to coordinate with the activities of more than one Governor, State board of education, State educational agency, local educational agency, or State agency for higher education.

“(h) SUPPLEMENT, NOT SUPPLANT.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds that would otherwise be expended to carry out the purposes of this section.

“SEC. 204. TEACHER RECRUITMENT GRANTS.

“(a) PROGRAM AUTHORIZED.—From amounts made available under section 210(3) for a fiscal year, the Secretary is authorized to award grants, on a competitive basis, to eligible applicants to enable the eligible applicants to carry out activities described in subsection (d).

“(b) ELIGIBLE APPLICANT DEFINED.—In this part, the term ‘eligible applicant’ means—

“(1) an eligible State described in section 202(b); or

“(2) an eligible partnership described in section 203(b).

“(c) APPLICATION.—Any eligible applicant desiring to receive a grant under this section

shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require, including—

“(1) a description of the assessment that the eligible applicant, and the other entities with whom the eligible applicant will carry out the grant activities, have undertaken to determine the most critical needs of the participating high-need local educational agencies;

“(2) a description of the activities the eligible applicant will carry out with the grant, including the extent to which the applicant will use funds to recruit minority students to become highly qualified teachers; and

“(3) a description of the eligible applicant's plan for continuing the activities carried out with the grant, once Federal funding ceases.

“(d) USES OF FUNDS.—Each eligible applicant receiving a grant under this section shall use the grant funds—

“(1)(A) to award scholarships to help students, such as individuals who have been accepted for their first year, or who are enrolled in their first or second year, of a program of undergraduate education at an institution of higher education, pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program;

“(B) to provide support services, if needed to enable scholarship recipients—

“(i) to complete postsecondary education programs; or

“(ii) to transition from a career outside of the field of education into a teaching career; and

“(C) for followup services provided to former scholarship recipients during the recipients first 3 years of teaching; or

“(2) to develop and implement effective mechanisms to ensure that high-need local educational agencies and schools are able effectively to recruit highly qualified teachers.

“(e) ADDITIONAL DISCRETIONARY USES OF FUNDS.—In addition to the uses described in subsection (d), each eligible applicant receiving a grant under this section may use the grant funds—

“(1) to develop and implement effective mechanisms to recruit into the teaching profession employees from—

“(A) high-demand industries, including technology industries; and

“(B) the fields of science, mathematics, and engineering; and

“(2) to conduct outreach and coordinate with inner city and rural secondary schools to encourage students to pursue teaching as a career.

“(f) SERVICE REQUIREMENTS.—

“(1) IN GENERAL.—The Secretary shall establish such requirements as the Secretary determines necessary to ensure that recipients of scholarships under this section who complete teacher education programs—

“(A) subsequently teach in a high-need local educational agency for a period of time equivalent to—

“(i) one year; increased by

“(ii) the period for which the recipient received scholarship assistance; or

“(B) repay the amount of the scholarship.

“(2) USE OF REPAYMENTS.—The Secretary shall use any such repayments to carry out additional activities under this section.

“(g) PRIORITY.—The Secretary shall give priority under this section to eligible applicants who provide an assurance that they will recruit a high percentage of minority students to become highly qualified teachers.

“SEC. 205. ADMINISTRATIVE PROVISIONS.

“(a) DURATION; ONE-TIME AWARDS; PAYMENTS.—

“(1) DURATION.—

“(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—Grants awarded to eligible States

and eligible applicants under this part shall be awarded for a period not to exceed 3 years.

“(B) ELIGIBLE PARTNERSHIPS.—Grants awarded to eligible partnerships under this part shall be awarded for a period of 5 years.

“(2) ONE-TIME AWARD.—An eligible partnership may receive a grant under each of sections 203 and 204, as amended by the Teacher Training Enhancement Act, only once.

“(3) PAYMENTS.—The Secretary shall make annual payments of grant funds awarded under this part.

“(b) PEER REVIEW.—

“(1) PANEL.—The Secretary shall provide the applications submitted under this part to a peer review panel for evaluation. With respect to each application, the peer review panel shall initially recommend the application for funding or for disapproval.

“(2) PRIORITY.—In recommending applications to the Secretary for funding under this part, the panel shall—

“(A) with respect to grants under section 202, give priority to eligible States that—

“(i) have initiatives to reform State teacher certification requirements that are based on rigorous academic content, scientifically based research, including scientifically based reading research, and challenging State student academic content standards;

“(ii) have innovative reforms to hold institutions of higher education with teacher preparation programs accountable for preparing teachers who are highly qualified and have strong teaching skills; or

“(iii) have innovative efforts aimed at reducing the shortage of highly qualified teachers in high poverty urban and rural areas; and

“(B) with respect to grants under section 203—

“(i) give priority to applications from broad-based eligible partnerships that involve businesses and community organizations; and

“(ii) take into consideration—

“(I) providing an equitable geographic distribution of the grants throughout the United States; and

“(II) the potential of the proposed activities for creating improvement and positive change.

“(3) SECRETARIAL SELECTION.—The Secretary shall determine, based on the peer review process, which application shall receive funding and the amounts of the grants. In determining grant amounts, the Secretary shall take into account the total amount of funds available for all grants under this part and the types of activities proposed to be carried out.

“(c) MATCHING REQUIREMENTS.—

“(1) STATE GRANTS.—Each eligible State receiving a grant under section 202 or 204 shall provide, from non-Federal sources, an amount equal to 50 percent of the amount of the grant (in cash or in kind) to carry out the activities supported by the grant.

“(2) PARTNERSHIP GRANTS.—Each eligible partnership receiving a grant under section 203 or 204 shall provide, from non-Federal sources (in cash or in kind), an amount equal to 25 percent of the grant for the first year of the grant, 35 percent of the grant for the second year of the grant, and 50 percent of the grant for each succeeding year of the grant.

“(d) LIMITATION ON ADMINISTRATIVE EXPENSES.—An eligible State or eligible partnership that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

“SEC. 206. ACCOUNTABILITY AND EVALUATION.

“(a) STATE GRANT ACCOUNTABILITY REPORT.—An eligible State that receives a grant under section 202 shall submit an an-

nual accountability report to the Secretary, the Committee on Health, Education, Labor, and Pensions of the Senate, and the Committee on Education and the Workforce of the House of Representatives. Such report shall include a description of the degree to which the eligible State, in using funds provided under such section, has made substantial progress in meeting the following goals:

“(1) PERCENTAGE OF HIGHLY QUALIFIED TEACHERS.—Increasing the percentage of highly qualified teachers in the State as required by section 1119 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6319).

“(2) STUDENT ACADEMIC ACHIEVEMENT.—Increasing student academic achievement for all students as defined by the eligible State.

“(3) RAISING STANDARDS.—Raising the State academic standards required to enter the teaching profession as a highly qualified teacher.

“(4) INITIAL CERTIFICATION OR LICENSURE.—Increasing success in the pass rate for initial State teacher certification or licensure, or increasing the numbers of qualified individuals being certified or licensed as teachers through alternative programs.

“(5) DECREASING TEACHER SHORTAGES.—Decreasing shortages of highly qualified teachers in poor urban and rural areas.

“(6) INCREASING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT.—Increasing opportunities for enhanced and ongoing professional development that—

“(A) improves the academic content knowledge of teachers in the subject areas in which the teachers are certified or licensed to teach or in which the teachers are working toward certification or licensure to teach; and

“(B) promotes strong teaching skills.

“(7) TECHNOLOGY INTEGRATION.—Increasing the number of teachers prepared effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.

“(b) ELIGIBLE PARTNERSHIP EVALUATION.—Each eligible partnership applying for a grant under section 203 shall establish, and include in the application submitted under section 203(c), an evaluation plan that includes strong performance objectives. The plan shall include objectives and measures for—

“(1) increased student achievement for all students, as measured by the partnership;

“(2) increased teacher retention in the first 3 years of a teacher's career;

“(3) increased success in the pass rate for initial State certification or licensure of teachers;

“(4) increased percentage of highly qualified teachers; and

“(5) increasing the number of teachers trained effectively to integrate technology into curricula and instruction and who use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of improving student academic achievement.

“(c) REVOCATION OF GRANT.—

“(1) REPORT.—Each eligible State or eligible partnership receiving a grant under section 202 or 203 shall report annually on the progress of the eligible State or eligible partnership toward meeting the purposes of this part and the goals, objectives, and measures described in subsections (a) and (b).

“(2) REVOCATION.—

“(A) ELIGIBLE STATES AND ELIGIBLE APPLICANTS.—If the Secretary determines that an eligible State or eligible applicant is not making substantial progress in meeting the purposes, goals, objectives, and measures, as

appropriate, by the end of the second year of a grant under this part, then the grant payment shall not be made for the third year of the grant.

“(B) ELIGIBLE PARTNERSHIPS.—If the Secretary determines that an eligible partnership is not making substantial progress in meeting the purposes, goals, objectives, and measures, as appropriate, by the end of the third year of a grant under this part, then the grant payments shall not be made for any succeeding year of the grant.

“(d) EVALUATION AND DISSEMINATION.—The Secretary shall evaluate the activities funded under this part and report annually the Secretary's findings regarding the activities to the Committee on Health, Education, Labor, and Pensions of the Senate and the Committee on Education and the Workforce of the House of Representatives. The Secretary shall broadly disseminate successful practices developed by eligible States and eligible partnerships under this part, and shall broadly disseminate information regarding such practices that were found to be ineffective.

“SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

“(a) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION.—Each State that receives funds under this Act shall provide to the Secretary annually, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, a State report card on the quality of teacher preparation in the State, both for traditional certification or licensure programs and for alternative certification or licensure programs, which shall include at least the following:

“(1) A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.

“(2) The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.

“(3) A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.

“(4) The percentage of students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program and who have taken and passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.

“(5) For students who have completed at least 50 percent of the requirements for a teacher preparation program at an institution of higher education or alternative certification program, and who have taken and passed each of the assessments used by the State for teacher certification and licensure, each such institution's and each such program's average raw score, ranked by teacher preparation program, which shall be made available widely and publicly.

“(6) A description of each State's alternative routes to teacher certification, if any, and the number and percentage of teachers certified through each alternative certification route who pass State teacher certification or licensure assessments.

“(7) For each State, a description of proposed criteria for assessing the performance of teacher preparation programs in the State, including indicators of teacher candidate skills and academic content knowledge and evidence of gains in student academic achievement.

“(8) For each teacher preparation program in the State, the number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.

“(b) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION.—

“(1) REPORT CARD.—The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (8) of subsection (a). Such report shall identify States for which eligible States and eligible partnerships received a grant under this part. Such report shall be so provided, published and made available annually.

“(2) REPORT TO CONGRESS.—The Secretary shall report to Congress—

“(A) a comparison of States' efforts to improve teaching quality; and

“(B) regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

“(3) SPECIAL RULE.—In the case of programs with fewer than 10 students who have completed at least 50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

“(c) COORDINATION.—The Secretary, to the extent practicable, shall coordinate the information collected and published under this part among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

“(d) INSTITUTION AND PROGRAM REPORT CARDS ON QUALITY OF TEACHER PREPARATION.—

“(1) REPORT CARD.—Each institution of higher education or alternative certification program that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act shall report annually to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established by the Secretary, both for traditional certification or licensure programs and for alternative certification or licensure programs, the following information:

“(A) PASS RATE.—(i) For the most recent year for which the information is available, the pass rate of each student who has completed at least 50 percent of the requirements for the teacher preparation program on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of receiving a degree from the institution or completing the program.

“(ii) A comparison of the institution or program's pass rate for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average pass rate for institutions and programs in the State.

“(iii) A comparison of the institution or program's average raw score for students who have completed at least 50 percent of the requirements for the teacher preparation program with the average raw scores for institutions and programs in the State.

“(iv) In the case of programs with fewer than 10 students who have completed at least

50 percent of the requirements for a teacher preparation program taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

“(B) PROGRAM INFORMATION.—The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the number of full-time equivalent faculty and students in supervised practice teaching.

“(C) STATEMENT.—In States that require approval or accreditation of teacher education programs, a statement of whether the institution's program is so approved or accredited, and by whom.

“(D) DESIGNATION AS LOW-PERFORMING.—Whether the program has been designated as low-performing by the State under section 208(a).

“(2) REQUIREMENT.—The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates, including materials sent by electronic means.

“(3) FINES.—In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

“(e) DATA QUALITY.—Either—

“(1) the Governor of the State; or

“(2) in the case of a State for which the constitution or law of such State designates another individual, entity, or agency in the State to be responsible for teacher certification and preparation activity, such individual, entity, or agency;

shall attest annually, in writing, as to the reliability, validity, integrity, and accuracy of the data submitted pursuant to this section.

“SEC. 208. STATE FUNCTIONS.

“(a) STATE ASSESSMENT.—In order to receive funds under this Act, a State shall have in place a procedure to identify and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this part. Such assessment shall be described in the report under section 207(a).

“(b) TERMINATION OF ELIGIBILITY.—Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)—

“(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

“(2) shall not be permitted to accept or enroll any student who receives aid under title IV of this Act in the institution's teacher preparation program.

“SEC. 209. GENERAL PROVISIONS.

“(a) METHODS.—In complying with sections 207 and 208, the Secretary shall ensure that States and institutions of higher education use fair and equitable methods in reporting

and that the reporting methods do not allow identification of individuals.

“(b) SPECIAL RULE.—For each State in which there are no State certification or licensure assessments, or for States that do not set minimum performance levels on those assessments—

“(1) the Secretary shall, to the extent practicable, collect data comparable to the data required under this part from States, local educational agencies, institutions of higher education, or other entities that administer such assessments to teachers or prospective teachers; and

“(2) notwithstanding any other provision of this part, the Secretary shall use such data to carry out requirements of this part related to assessments or pass rates.

“(c) LIMITATIONS.—

“(1) FEDERAL CONTROL PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize any Federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to prohibit private, religious, or home schools from participation in programs or services under this part.

“(2) NO CHANGE IN STATE CONTROL ENCOURAGED OR REQUIRED.—Nothing in this part shall be construed to encourage or require any change in a State's treatment of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law.

“(3) NATIONAL SYSTEM OF TEACHER CERTIFICATION PROHIBITED.—Nothing in this part shall be construed to permit, allow, encourage, or authorize the Secretary to establish or support any national system of teacher certification.

“SEC. 210. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$300,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years, of which—

“(1) 45 percent shall be available for each fiscal year to award grants under section 202;

“(2) 45 percent shall be available for each fiscal year to award grants under section 203; and

“(3) 10 percent shall be available for each fiscal year to award grants under section 204.”.

SEC. 3. PREPARING TOMORROW'S TEACHERS TO USE TECHNOLOGY.

(a) ELIGIBILITY.—Section 222(a)(3)(D) of the Higher Education Act of 1965 (20 U.S.C. 1042(a)(3)(D)) is amended by inserting “non-profit telecommunications entity,” after “community-based organization.”.

(b) PERMISSIBLE USES OF FUNDS.—Section 223(b)(1)(E) of the Higher Education Act of 1965 (20 U.S.C. 1043(b)(1)(E)) is amended to read as follows:

“(E) To use technology to collect, manage, and analyze data to improve teaching, learning, and decisionmaking for the purpose of increasing student academic achievement.”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 224 of the Higher Education Act of 1965 (20 U.S.C. 1044) is amended by striking “each of fiscal years 2002 and 2003.” and inserting “fiscal year 2004 and each of the 4 succeeding fiscal years.”.

SEC. 4. CENTERS OF EXCELLENCE.

Title II of the Higher Education Act of 1965 (20 U.S.C. 1021 et seq.) is amended by adding at the end the following:

“PART C—CENTERS OF EXCELLENCE

“SEC. 231. PURPOSES; DEFINITIONS.

“(a) PURPOSES.—The purposes of this part are—

“(1) to help recruit and prepare teachers, including minority teachers, to meet the na-

tional demand for a highly qualified teacher in every classroom; and

“(2) to increase opportunities for Americans of all educational, ethnic, class, and geographic backgrounds to become highly qualified teachers.

“(b) DEFINITIONS.—As used in this part:

“(1) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

“(A) an institution of higher education that has a teacher preparation program that meets the requirements of section 203(b)(2) and that is—

“(i) a part B institution (as defined in section 322);

“(ii) a Hispanic-serving institution (as defined in section 502);

“(iii) a Tribal College or University (as defined in section 316);

“(iv) an Alaska Native-serving institution (as defined in section 317(b)); or

“(v) a Native Hawaiian-serving institution (as defined in section 317(b));

“(B) a consortium of institutions described in subparagraph (A); or

“(C) an institution described in subparagraph (A), or a consortium described in subparagraph (B), in partnership with any other institution of higher education, but only if the center of excellence established under section 232 is located at an institution described in subparagraph (A).

“(2) HIGHLY QUALIFIED.—The term ‘highly qualified’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“(3) SCIENTIFICALLY BASED READING RESEARCH.—The term ‘scientifically based reading research’ has the meaning given such term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

“(4) SCIENTIFICALLY BASED RESEARCH.—The term ‘scientifically based research’ has the meaning given such term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

“SEC. 232. CENTERS OF EXCELLENCE.

“(a) PROGRAM AUTHORIZED.—From the amounts appropriated to carry out this part, the Secretary is authorized to award competitive grants to eligible institutions to establish centers of excellence.

“(b) USE OF FUNDS.—Grants provided by the Secretary under this part shall be used to ensure that current and future teachers are highly qualified, by carrying out one or more of the following activities:

“(1) Implementing reforms within teacher preparation programs to ensure that such programs are preparing teachers who are highly qualified, are able to understand scientifically based research, and are able to use advanced technology effectively in the classroom, including use for instructional techniques to improve student academic achievement, by—

“(A) retraining faculty; and

“(B) designing (or redesigning) teacher preparation programs that—

“(i) prepare teachers to close student achievement gaps, are based on rigorous academic content, scientifically based research (including scientifically based reading research), and challenging State student academic content standards; and

“(ii) promote strong teaching skills.

“(2) Providing sustained and high-quality preservice clinical experience, including the mentoring of prospective teachers by exemplary teachers, substantially increasing interaction between faculty at institutions of higher education and new and experienced teachers, principals, and other administrators at elementary schools or secondary schools, and providing support, including preparation time, for such interaction.

“(3) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, including minority teachers and principals, including programs that provide—

“(A) teacher or principal mentoring from exemplary teachers or principals; or

“(B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively.

“(4) Awarding scholarships based on financial need to help students pay the costs of tuition, room, board, and other expenses of completing a teacher preparation program.

“(5) Disseminating information on effective practices for teacher preparation and successful teacher certification and licensure assessment preparation strategies.

“(6) Activities authorized under sections 202, 203, and 204.

“(c) APPLICATION.—Any eligible institution desiring a grant under this section shall submit an application to the Secretary at such a time, in such a manner, and accompanied by such information the Secretary may require.

“(d) MINIMUM GRANT AMOUNT.—The minimum amount of each grant under this part shall be \$500,000.

“(e) LIMITATION ON ADMINISTRATIVE EXPENSES.—An eligible institution that receives a grant under this part may not use more than 2 percent of the grant funds for purposes of administering the grant.

“(f) REGULATIONS.—The Secretary shall prescribe such regulations as may be necessary to carry out this part.

“SEC. 233. AUTHORIZATION OF APPROPRIATIONS.

“There are authorized to be appropriated to carry out this part \$10,000,000 for fiscal year 2004 and such sums as may be necessary for each of the 4 succeeding fiscal years.”.

SEC. 5. TRANSITION.

The Secretary of Education shall take such actions as the Secretary determines to be appropriate to provide for the orderly implementation of this Act.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from California (Mr. McKEON) and the gentleman from Michigan (Mr. KILDEE) each will control 20 minutes.

The Chair recognizes the gentleman from California (Mr. McKEON).

GENERAL LEAVE

Mr. McKEON. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on H.R. 4409.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

Mr. McKEON. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in strong support of H.R. 4409, the Teacher Training Enhancement Act, a bipartisan bill that seeks to meet the call of the No Child Left Behind Act to place a highly qualified teacher in every classroom. It makes improvements to title II of the Higher Education Act to help ensure teacher-training programs are producing well-prepared teachers to meet the needs of America's students.

I commend my colleague, the gentleman from Georgia (Mr. GINGREY), for his leadership and commitment to

this important issue for our teachers. There is widespread awareness that the subject matter knowledge and teaching skills of teachers play a central role in the success of elementary and secondary education reform.

More than half of the 2.2 million teachers that America's schools will need to hire over the next 10 years will be first-time teachers, and they will need to be well prepared for the challenges of today's classrooms. For these reasons, the Nation's attention is increasingly focused on the role that institutions of higher education and States play in ensuring that new teachers have the content knowledge and teaching skills they need to ensure that all students are held to higher standards.

Accordingly, building on current law, the Teacher Training Enhancement Act authorizes three types of teacher training grants that each play a unique, yet critical, role in the education of tomorrow's teachers. State grant funds must be used to reform teacher preparation requirements and ensure that current and future teachers are highly qualified. Partnership grants allow effective partners to join together combining strengths and resources to train highly qualified teachers and achieve success where it matters most, in the classroom. Teacher recruitment grants help bring high-quality individuals into teacher programs and ultimately put more highly qualified teachers in the classrooms.

H.R. 4409 includes a new program to authorize grants for the creation of teacher preparation programs at minority-serving institutions around the country. This new Centers of Excellence program will help to increase teacher recruitment and make institutional improvements to teacher preparation programs at minority-serving institutions.

This legislation also includes activities authorized under the Preparing Tomorrow's Teachers to Use Technology program, which is part B of title II of the Higher Education Act. This program was updated and transferred to the Higher Education Act during consideration of the No Child Left Behind Act during the 107th Congress. The purpose of this program is to prepare prospective teachers to use advanced technology to prepare all students to meet challenging State and local academic content and student academic achievement standards.

In general, the Teacher Training Enhancement Act focuses on three key objectives: accountability, flexibility, and effectiveness to improve the quality of teacher preparation. The bill bolsters accountability requirements in current law to ensure States, schools, and prospective teachers have access to accurate and reliable data about the quality of teacher-training programs.

□ 1315

The bill also recognizes the need for flexibility in methods used for training

highly qualified teachers and for that reason allows funds to be used for innovative methods in teacher-preparation programs which can provide an alternative gateway for teachers to become highly qualified. Pioneering programs such as charter colleges of education would also implement systems to gauge the true measure of teacher effectiveness, the academic achievement of students.

In addition to strengthening accountability measures, the Teacher Training Enhancement Act increases the effectiveness and quality in teacher training programs by including provisions to focus training on the skills and knowledge needed to prepare highly qualified teachers. The bill places a renewed emphasis on a broad range of skills required for effective teaching, such as the use of advanced technology in the classroom, rigorous academic content knowledge, scientifically based research, and challenging State student academic content standards.

Teacher-preparation programs have a great deal of responsibility in contributing to the preparation of our Nation's teachers, and this bill will make sure they are meeting their responsibilities. We owe our teachers the opportunities they are seeking to become highly qualified and ready to teach.

Mr. Speaker, I strongly support this bill, and I urge my colleagues to vote "yes." We stand in solidarity and support of America's school teachers.

Mr. Speaker, I reserve the balance of my time.

Mr. KILDEE. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I think I have seen this movie before. It was known at that time as H.R. 2211. It brings to mind, if I could sing I might sing it, but it seems to me I heard this song before. It is from an old familiar score. However, despite the fact that we are running this bill through again, the substance of this bill is certainly acceptable to this side.

I know this because, as I say, we voted on this before. It is over in the Senate under its previous title. In fact, we voted on this exact bill a few months ago. I think it was last year this House reported the bill by a vote of 404 to 17. And I would hope we would get even more votes on this second time around today. I intend to support this bill today again.

Why are we doing this? Why pass the exact same bill in the same Congress? Why is the House starting to repass the same bills in the same Congress? I do not think we have had a constitutional amendment that if a bill passes one House twice, it goes straight to the President, but nevertheless we are doing that. No one, however, watching this debate today should be fooled by it. We are not breaking new ground with this bill. In fact, we are not really even legislating.

The action taken by the House today on this bill and the other two bills that will follow are really unnecessary.

Rather than wasting our time repassing legislation, as we are today, we should be investing in America's students and America's families. This investment would mean increasing Pell grants, holding down tuition, and allowing all students to benefit from today's low interest rates. The buying power of today's Pell grant is \$500 less in real terms than these grants were worth 30 years ago.

President Bush has frozen the maximum Pell grant over the last 3 years. This bill does not add a single dime to Pell grants. Instead of expanding college access through increased Pell funding, we are repassing bills already passed by the House. Tuition has skyrocketed as States cut their higher education budgets. Tuition has risen by more than 30 percent since 2001. The Republican answer, repass bills already considered by the House.

We are at a time of historically low interest rates, the lowest in a generation. Some individuals who have previously consolidated their students loans now cannot benefit from these low rates. Instead, they are trapped with student loans at high interest rates. Is this legislation going to allow these students to reconsolidate their student loans at today's low interest rates? The answer is no. Instead of reducing the cost of college, this Congress is repassing bills already passed by this House.

Mr. Speaker, I again want to say that I am going to support the legislation which is before us today. However, we are simply squandering our time and resources by repassing this bill. This legislation is not making a single improvement to our higher education programs, nor does it ensure that a single teacher is more qualified.

Again, Mr. Speaker, though I have seen this movie before, I will support it.

Mr. Speaker, I reserve the balance of my time.

Mr. MCKEON. Mr. Speaker, I yield myself 30 seconds.

Mr. Speaker, to respond to the refrain from the other side, my good friend, the gentleman from Michigan (Mr. KILDEE), has heard this hymn before. I have heard the song that we just heard before. I would say in the last 3 years we have increased Pell grants \$1 billion a year. And in the last 8 years we have almost doubled the amount of money going into Pell grants and doubled the amount of young people in our country that are receiving Pell grants.

Mr. Speaker, I yield 5 minutes to the gentleman from Georgia (Mr. GINGREY), the author of my bill, my friend and colleague.

Mr. GINGREY. Mr. Speaker, let me thank the gentleman from California (Mr. MCKEON), the chairman of the Subcommittee on 21st Century Competitiveness, and I appreciate his great work on this legislation, as well as the gentleman from Michigan for this bipartisan bill.

I rise today in support of H.R. 4409, the Teacher Enhancement Act. It is a

bill I am proud to offer on behalf of our Nation's school teachers. H.R. 4409 will help ensure teacher-training programs produce well-prepared teachers to meet the needs of America's students.

The goals of the Teacher Training Enhancement Act are to increase student achievement, academic achievement, improve the quality of the current and future teacher workforce by improving teacher preparation and enhancing professional development activities, hold teacher-preparation programs accountable for preparing highly qualified teachers, and recruit highly qualified individuals from diverse ethnic and occupational backgrounds into the teaching profession.

As in current law, H.R. 4409 authorizes three types of competitive grant programs: the State grants, partnership grants, and teacher recruitment grants. The State grant funds must be used to reform teacher-preparation requirements, coordinate with the activities set forth under title II of the No Child Left Behind Act, and ensure that current and future teachers are indeed highly qualified. Programs administered through State grants will focus on effective teacher preparation, placing a renewed emphasis on the skills needed to meet the highly qualified standard.

The partnership grants allow effective partners to join together, combining strengths and resources to train highly qualified teachers and to achieve success in the classroom. Eligible partnerships now must include four partners: a high qualified teacher-preparation program at an institution of higher education; second, a college of arts and sciences; third, a high-need local education agency; and, this is new, fourth, a public or a private education organization.

These partnerships will require the faculty of the teacher-preparation program to serve with a highly qualified teacher in the classroom, allowing effective in-class experience to ensure that we do have highly qualified teachers who are truly prepared to teach.

As we work to hold teacher-preparation programs accountable for preparing teachers, the need to recruit individuals into the teaching profession will only increase. Teacher recruitment grants will help bring high-quality individuals into teaching programs and ultimately put more highly qualified teachers into the classroom. H.R. 4409 recognizes the need to ensure high-need local educational agencies are able to effectively recruit highly qualified teachers and will help answer that need by increasing the number of teachers being trained.

This bill also includes a new program which is based on provisions submitted to the Committee on Education and the Workforce by the United Negro College Fund and the Hispanic Education Coalition to authorize a teacher-preparation Center of Excellence at minority-serving institutions. This program will increase teacher recruit-

ment and make institutional improvements to teacher-preparation programs at minority-serving institutions.

While current higher education law contains annual reporting and accountability requirements for institutions of higher education, these measures have proven ineffective in determining the true quality of teacher-preparation programs. H.R. 4409 adds an accountability provision to the Higher Education Act that will strengthen these current law provisions and hold teacher-preparation programs accountable for providing accurate and useful information about the quality of their program.

The bill is specifically designed to align teacher-preparation programs with the high standards for accountability on the results provided for in No Child Left Behind. The Teacher Training Enhancement Act places a strong focus on the quality of teacher preparation, and a renewed emphasis on the skills needed to meet the "highly qualified" definition found in No Child Left Behind.

H.R. 4409 recognizes flexibility should exist in the methods used for training highly qualified teachers, and it allows funds to be used for innovative teacher-preparation programs such as charter colleges which can provide an alternative gateway for teachers to become highly qualified.

The future competitiveness of our Nation will depend on our ability to strengthen education at all levels. We need to prepare our teachers so that they may fulfill the high standards for students' achievement outlined in the No Child Left Behind Act.

I am pleased, Mr. Speaker, to be offering this bill today which takes a step in the right direction to ensure that the teachers of tomorrow have access to the high-quality training they need and deserve. And I encourage my colleagues to vote "yes" on this bill and stand in support of America's teachers.

Mr. KILDEE. Mr. Speaker, I yield such time as she may consume to the gentlewoman from California (Ms. WOOLSEY), the ranking member on the Subcommittee on Education Reform.

Ms. WOOLSEY. Mr. Speaker, you do not have to be a baseball fan to be familiar with those famous words of Yogi Berra, "It is like déjà vu all over again."

Why are we back here on the House floor for a second time to consider bills to reauthorize teacher education and graduate education in the Higher Education Act?

The House has already passed these bills. It is time to move forward. It is time to address the real needs of students. Those real needs are to make higher education more accessible and more affordable. College tuition and college tuition fees have increased by almost 30 percent over the last 3 years. At State schools last year, 49 of the 50 States increased tuition. The average student debt is now almost \$19,000, up

66 percent since 1997. Nearly half of all working postsecondary students work more than 25 hours a week in order to afford to stay in school.

What solutions do my colleagues on the other side of the aisle have for American students? They bring back for the second time two perfectly fine bills that the House has already passed and that do nothing to make college more affordable.

What they do not bring to this House floor is H.R. 4283, which would reauthorize the student loan programs. Well, it is not hard to understand why my colleagues do not want a public debate on that bill. H.R. 4283 freezes through the year 2011 the maximum Pell grant, the greatest source of postsecondary funding for low-income students. It would eliminate the current fixed rate on consolidated loans which will force most student borrowers to pay \$5,500 more on their student loans.

□ 1330

It raises interest rates on all student loans, and it does nothing to address the problem of rapidly rising tuition.

Mr. Speaker, certainly, many in the Chamber should be talking about higher education, how to help more students go to college, how to help more students pay for college, not a tired replay of the debate on these two bills. So do not vote for it. Insist that we do something more.

Mr. McKEON. Mr. Speaker, I yield 3 minutes to the gentleman from Nebraska (Mr. OSBORNE), who comes from an experience as a teacher, as professor, as a coach.

Mr. OSBORNE. Mr. Speaker, I would like to thank the gentleman from California (Mr. McKEON) and also the gentleman from Georgia (Mr. GINGREY) for bringing this bill to the floor. It seems like we get involved in extraneous arguments here and do not pay attention to the specific bill before us. I am sure we will eventually get to student loans and Pell grants as time goes on.

I am particularly interested in two aspects of this bill. As my colleague mentioned, I did serve as a faculty member, 2 years as a young man in graduate school, and then just 3 years ago I again was in a teacher's college for 2 years. So really there are two aspects of this bill that are very interesting to me.

One is the issue of accountability. Because we give Federal grants to colleges and universities for teacher training, and oftentimes we really have no rating as to what the results are. So, as the gentleman from Georgia (Mr. GINGREY) and as the Chairman have mentioned, accountability is a big part of this bill. So this is done by comparing one college, one university with another, which I think is very important, State-by-State comparison.

Then, of course, the Secretary of Education must report to Congress each year on the overall state of the Nation's teacher training. Some colleges and universities do a great job of

training teachers, and some really do a rather poor job, and I think that will eventually show up.

The second main point of encouragement here is I serve a very rural district, a lot of small schools, roughly 400 that have 600 or less students. So, as a result, most of these school districts do not have somebody teaching advanced math, they do not have somebody teaching Russian, they do not have somebody teaching German, they have nobody teaching physics, and so it has to be done by distance learning. A big part of this bill is to ensure competence on the part of teachers in terms of technology, the ability to deliver successfully classroom education via ESUs and via the Internet. So I think this is really going to serve those schools that are widely dispersed and those students that are served in very small schools very well.

This is a well-crafted piece of legislation. I want to congratulate the Chairman and the author.

Mr. KILDEE. Mr. Speaker, on this summer rerun I now yield as much time as he may consume to the gentleman from Maryland (Mr. VAN HOLLEN).

Mr. VAN HOLLEN. Mr. Speaker, I thank my colleague for the time.

I think it is very important that the American people understand the charade that the Republican leadership is engaged in here today. The two education bills that are being taken up this afternoon, as my colleague has said, are identical to the education bills that this House has already passed by large margins. They have simply been repackaged, dressed up and trotted out again as if they were something new, but this bill we are considering now was passed last year by the House by an overwhelming vote of 404 to 17.

I do not think anyone has changed their mind in the House. This is a good bill, and it should be passed once again, but those who are close followers of the House of Representatives will begin to see a pattern here. Just 3 weeks ago, the House leadership brought out three other pieces of legislation at that time which were ostensibly health-related issues; and, again, those were three pieces of health legislation that had already passed the House of Representatives.

So what is going on? Why are we doing this? Why are we wasting taxpayer dollars? Why are we tying up the time of the House of Representatives on useless, unnecessary and meaningless exercises?

There is only one answer here, which is to create the illusion with the American people that the House of Representatives, that the House Republican leadership is actually doing something new to improve the higher education system and expand access to college and universities. We should not be wasting taxpayer dollars on what is simply a PR play, a cynical play.

We are facing many challenges in this country. We are facing challenges

abroad. We are facing challenges here at home. In the area of education, we should get about the business of fully funding No Child Left Behind. This year's budget is \$9 billion short that was submitted by the White House. Let us fully fund that.

Let us do something about the growing opportunity gap in higher education. We have got rising tuitions around the country. Federal support for students has been going down in real terms. Let us try and close that gap, but, instead, we are doing, as my colleagues have said, reruns, summer reruns.

This bill today accomplishes nothing new. That is bad enough. What is worse is that we are trying to create the impression that we are doing something new.

Sadly, it is a procedural hoax. It is an example of waste, fraud and abuse: waste of taxpayer dollars to be here and abusing the time of the House, a fraud on the American people in that we are trying to tell them we are doing something new when we just did this last year. We do not have to be doing it again. Abuse of process because we are taking the same bills, just giving them new bill numbers and telling people we are going to do something again.

So I think that whether a person is a Democrat or a Republican or Independent they should be offended by this farce. We should get about the business of doing something new in the area of education, the area of higher education, do something about the big problems we face in this country and not going through meaningless exercises to try and create the impression that something is new.

Madison Avenue would be very jealous of what is happening here today in terms of trying to create an impression that something is being done when it is not.

Mr. McKEON. Mr. Speaker, I am happy that we are here today working on something to help better our teachers and better education for our young people.

Mr. Speaker, I yield 4 minutes to the gentleman from Georgia (Mr. BURNS), a strong member of the committee, a person who was a college professor for 20 years and knows what he is speaking about.

Mr. BURNS. Mr. Speaker, I thank the gentleman for yielding the time. I thank the gentleman for bringing this legislation to the floor.

I sat here and I listened to the rhetoric from the other side, and they do not seem to get it. They do not seem to get that education is important to America. They do not seem to get the fact that, as we improve education and teacher training, we can improve America. They do not seem to get the fact that it is important that the future of our Nation depends on education.

I want to speak specifically to a portion of this legislation that we worked out with our colleagues from the other

side; and that is the demand for more ethnically and culturally diverse, highly qualified teachers. It is critical, especially as the significant growth in the numbers of minority students in K through 12 is present across our Nation.

Opportunities that increase the numbers of minority teachers and enhance their training will support the broader strategies to enhance instructional opportunities for and can help to eliminate the achievement gaps of minority students.

According to part C of H.R. 4411, it authorizes the creation of centers of excellence at high-quality, minority-serving institutions.

During the discussion of H.R. 2211, the Ready to Teach Act, the bill that we are discussing from last year, I offered an amendment that was cosponsored by the gentleman from New York (Mr. OWENS) and the gentleman from Texas (Mr. HINOJOSA) that authorizes grants for teacher preparation at centers of excellence that are based on language that was submitted by the committee or to the committee by the United Negro College Fund and the Hispanic Education Coalition.

I am pleased that the bill before the House today, H.R. 4409, the Teacher Enhancement Training Act, also contains this important new program.

I believe that these centers of excellence will provide minority-serving institutions that have demonstrated a record of preparing highly qualified teachers with a leadership role in recruiting and preparing those teachers and increase the opportunities for Americans of all educational, of all ethnic and of all geographic backgrounds to become highly qualified teachers.

In general, the purpose of these centers are to increase teacher recruitment at minority-serving institutions and make institutional improvements to teacher preparation programs at these schools.

Mr. Speaker, I have two HBCUs in the 12th district. Paine College in Augusta and Savannah State University in Savannah will both benefit from this legislation. They provide grants. Grants are competitively awarded to high-quality teacher preparation programs at HBCUs, the Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribally-Controlled Colleges and Universities, Alaska Native-Serving Institutions and the Native Hawaiian-Serving Institutions.

This is a good bill. It provides a positive reinforcement for the future for teachers and teacher training and for minorities across our Nation. These grants can be used for numerous opportunities at these institutions to enhance and create opportunities for minorities in the teaching environment: reforms within teacher preparation programs; high-quality preservice clinical experiences; initiatives that promote the retention of highly qualified

teachers and principals; and scholarships to help teachers pay for tuition, room, board and other experiences.

Mr. Speaker, I urge my colleagues to support this legislation, to support minority-serving institutions and vote yes for H.R. 4409, the Teacher Training Enhancement Act.

Mr. BOEHNER. Mr. Speaker, I rise in support of H.R. 4409, the Teacher Training Enhancement Act, and I would like to thank the gentleman from Georgia [Representative GINGREY] for his leadership on this issue. The bill before us complements the No Child Left Behind Act and will help to improve the quality and accountability of our nation's teacher preparation programs.

In exchange for significant new funding, the No Child Left Behind Act calls on states to place a highly qualified teacher in every public school classroom by the 2005–2006 school year. We can all agree highly qualified teachers play a pivotal role in the successful education of our nation's children, and those children deserve nothing less than the best.

Congress has kept its word to increase funding to help ensure teachers can become highly qualified—in fact, funding for teacher quality grants increased by 35 percent in the first year of No Child Left Behind alone. We're providing the resources, and this bill will build on that effort by ensuring our teachers are highly qualified and prepared to teach.

There is no doubt highly qualified teachers are essential if we are to provide every child in America with a high quality education. In fact, the future competitiveness of our workforce is directly dependent on the quality of education in our schools. Today's students are tomorrow's workers, and highly qualified teachers play a vital role in providing our students with the skills and knowledge they need to succeed. Yet the nation's teacher training programs suffer from a serious lack of accountability, and this time it's the teachers who are being left behind.

The bill before us today takes important steps to ensure teacher training programs are giving prospective teachers the skills and knowledge they need to meet the highly qualified standard in No Child Left Behind. Let's be clear on this point: this bill is about supporting our teachers. We're expecting a lot from them, and they deserve high quality training programs that will ensure they are ready to teach when they step into the classroom.

This legislation makes several improvements to Title II of the Higher Education Act to strengthen the programs that train the teachers of tomorrow. This bill is about helping teachers, pure and simple—giving them the tools and training they need to meet the needs of the nation's students.

H.R. 4409 authorizes competitively awarded grants under the Higher Education Act to: increase the quality of our teaching force by improving teacher preparation and enhancing professional development; hold teacher preparation programs accountable for preparing highly qualified teachers; and recruit highly qualified individuals, including minorities and individuals from other occupations, into the teaching force.

The Teacher Training Enhancement Act ensures teacher effectiveness can be accurately measured and places a renewed emphasis on the skills needed to meet the "highly qualified" standard found in the No Child Left Behind

Act. This includes areas such as: the use of advanced technology in the classroom, rigorous academic content knowledge, scientifically based research, and challenging state student academic standards.

Under this bill, funds can also be used to recruit individuals, and specifically minorities, into the teaching profession. This bill allows for the creation of Centers of Excellence at high quality minority serving institutions. These Centers of Excellence will help increase teacher recruitment and strengthen teacher preparation programs at minority serving institutions.

As we work to place highly qualified teachers in classrooms across the nation, I'm particularly pleased that the Teacher Training Enhancement Act allows for innovative programs that provide alternative options to the traditional teacher training programs. Proposals outlined in the bill, such as charter colleges of education, provide a much-needed alternate route to training highly qualified and effective teachers.

This bill recognizes that individuals seeking to enter the teaching profession often have varied backgrounds. And by creating flexible approaches that step outside the box, these individuals can become highly qualified teachers through training programs as unique as their individual experiences.

H.R. 4409 will also bolster accountability so that the effectiveness of teacher training programs can be measured. While current higher education law contains annual reporting requirements, these measures have proven ineffective in gauging the true quality of teacher training programs. In fact, the current requirements have sometimes been manipulated, leaving data skewed and often irrelevant. This bill will strengthen reporting measures and hold teacher preparation programs accountable for providing accurate and useful information.

A highly educated workforce is critical to America's future competitiveness. And the quality of education is directly related to the quality of teachers entrusted with the vital task of educating our students. I've said it before and I'll say it again; we are expecting a lot from teachers, and they deserve our full support. This bill will do exactly that—support the teachers of tomorrow, and the teaching profession as a whole, by strengthening teacher training. Our teachers deserve it, our schools deserve it, and our students deserve it. Mr. Speaker, I strongly support this bill and encourage my colleagues to do the same.

Mr. CASTLE. Mr. Speaker, I rise in support of H.R. 4409, the Teacher Training Enhancement Act, which will strengthen teacher training programs to ensure teachers are highly-qualified and ready to teach when they enter the classroom.

A year and a half ago, the President signed the No Child Left Behind Act into law. Ever since states and school districts across the country have been answering its call to reform. The Teacher Training Enhancement Act follows the momentum of No Child Left Behind and meets its requirement to place a highly qualified teacher in every classroom. A requirement of great import, as the value of a qualified teacher on a student's ability to learn has been proven, over and over again. H.R. 4409 achieves this by making improvements to the Higher Education Act to help ensure teacher training programs are producing highly qualified teachers to meet the needs of America's students.

All states and nearly all teacher education programs in the country are affected by general accountability provisions in this legislation. Schools receiving federal funds must report annually on the quality of teacher preparation, including information on the pass rates of their graduates on initial certification assessments. Higher education institutions enrolling federally-aided students in their teacher preparation programs must report annually detailing, among other things, the certification pass rates of graduates.

Unfortunately, this data has proven ineffective in measuring the true quality of teacher preparation programs. Current requirements have often been manipulated, leaving data skewed and often irrelevant. For example, if a student fails to pass the state certification exam, upon completion of the institution's program, the school will award them a degree in another field rather than in education. A school will only award students an education degree if that student has passed the state exam. That way, the school will always have a 100 percent pass rate. H.R. 4409 sets forth more useful information. This includes requiring a school to report on all students who have completed 50 percent of the program and requiring an average score of students rather than the pass rates.

We are fortunate in the State of Delaware to have the University of Delaware's Elementary Teacher Education program. In many ways the University of Delaware has already begun to address the need to have a highly qualified teacher in our classrooms. They have been innovative and forward thinking always recognizing the importance of providing their students with a strong academic base as well as a practical experience.

In their freshman year at the University of Delaware, students participate in field experiences in the school setting. Freshmen have the opportunity to observe, tutor, and offer general assistance in the classroom. As sophomores and juniors, the experiences include planning, implementing, and assessing limited instructional units with small groups or an entire class. As seniors, students become engaged in an extended student teaching experience.

Technology is integrated throughout the curriculum and all students will graduate with the skills necessary to utilize technology in their instructional planning. The Elementary Teacher Education program's goal is to prepare teachers who are reflective practitioners serving a diverse community of learners as scholars, problem solvers and partners.

I am committed to ensuring No Child Left Behind is a success for America's children. The Committee and this Congress have been working since passage to ensure other laws in the education arena are aligned with No Child Left Behind. We have accomplished this with IDEA, Head Start and hopefully today with the Teacher Training Enhancement Act. I encourage my colleagues to support H.R. 4409.

Mr. KILDEE. Mr. Speaker, I strongly support this carbon copy of H.R. 2211 and urge its adoption; and I yield back the balance of my time.

Mr. McKEON. Mr. Speaker, I have no further requests for time. I ask that my colleagues support this legislation, and I yield back the balance of my time.

The SPEAKER pro tempore (Mr. QUINN). The question is on the motion

offered by the gentleman from California (Mr. McKEON) that the House suspend the rules and pass the bill, H.R. 4409.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

PRIORITIES FOR GRADUATE STUDIES ACT OF 2004

Mr. McKEON. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 4411) to amend title VII of the Higher Education Act of 1965 to ensure graduate opportunities in postsecondary education, and for other purposes.

The Clerk read as follows:

H.R. 4411

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; REFERENCES.

(a) SHORT TITLE.—This Act may be cited as the “Priorities for Graduate Studies Act of 2004”.

(b) REFERENCES.—Except as otherwise expressly provided, whenever in this Act an amendment or repeal is expressed in terms of an amendment to, or repeal of, a section or other provision, the reference shall be considered to be made to a section or other provision of the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).

SEC. 2. JAVITS FELLOWSHIP PROGRAM.

(a) INTERRUPTIONS OF STUDY.—Section 701(c) (20 U.S.C. 1134(c)) is amended by adding at the end the following new sentence: “In the case of other exceptional circumstances, such as active duty military service or personal or family member illness, the institution of higher education may also permit the fellowship recipient to interrupt periods of study for the duration of the tour of duty (in the case of military service) or not more than 12 months (in any other case), but without payment of the stipend.”.

(b) ALLOCATION OF FELLOWSHIPS.—Section 702(a)(1) (20 U.S.C. 1134a(a)(1)) is amended—

(1) in the first sentence, by inserting “from diverse geographic regions” after “higher education”; and

(2) by adding at the end the following new sentence: “The Secretary shall also assure that at least one representative appointed to the Board represents an institution that is eligible for a grant under title III or V of this Act.”.

(c) STIPENDS.—Section 703 (20 U.S.C. 1134b(a)) is amended—

(1) in subsection (a)—

(A) by striking “1999–2000” and inserting “2004–2005”; and

(B) by striking “shall be set” and inserting “may be set”; and

(C) by striking “Foundation graduate fellowships” and inserting “Foundation Graduate Research Fellowship Program”; and

(2) in subsection (b), by amending paragraph (1)(A) to read as follows:

“(1) IN GENERAL.—(A) The Secretary shall (in addition to stipends paid to individuals under this subpart) pay to the institution of higher education, for each individual awarded a fellowship under this subpart at such institution, an institutional allowance. Except as provided in subparagraph (B), such allowance shall be, for 2004–2005 and succeeding academic years, the same amount as the institutional payment made for 2003–2004 ad-

justed for 2004–2005 and annually thereafter in accordance with inflation as determined by the Department of Labor’s Consumer Price Index for the previous calendar year.”.

(d) AUTHORIZATION OF APPROPRIATIONS.—Section 705 (20 U.S.C. 1134d) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

SEC. 3. GRADUATE ASSISTANCE IN AREAS OF NATIONAL NEED.

(a) DESIGNATION OF AREAS OF NATIONAL NEED; PRIORITY.—Section 712 (20 U.S.C. 1135a) is amended—

(1) in the last sentence of subsection (b)—

(A) by striking “and an assessment” and inserting “an assessment”; and

(B) by inserting before the period at the end the following: “, and the priority described in subsection (c) of this section”; and

(2) by adding at the end the following new subsection:

“(c) PRIORITY.—The Secretary shall establish a priority for grants in order to prepare individuals for the professoriate who will train highly-qualified elementary and secondary school teachers of math, science, and special education, and teachers who provide instruction for limited English proficient individuals. Such grants shall offer program assistance and graduate fellowships for—

“(1) post-baccalaureate study related to teacher preparation and pedagogy in math and science for students who have completed a master’s degree or are pursuing a doctorate of philosophy in math and science; and

“(2) post-baccalaureate study related to teacher preparation and pedagogy in special education and English language acquisition and academic proficiency for limited English proficient individuals; and

“(3) support of dissertation research in the fields of math, science, special education, or second language pedagogy and second language acquisition.”.

(b) COLLABORATION REQUIRED FOR CERTAIN APPLICATIONS.—Section 713(b) (20 U.S.C. 1135b) is amended—

(1) by striking “and” at the end of paragraph (9);

(2) by redesignating paragraph (10) as paragraph (11); and

(3) by inserting after paragraph (9) the following new paragraph:

“(10) in the case of an application for a grant by a department, program, or unit in education or teacher preparation, contain assurances that such department, program, or unit collaborates with departments, programs, or units in all content areas to assure a successful combination of training in both teaching and such content; and”.

(c) STIPENDS.—Section 714(b) (20 U.S.C. 1135c(b)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”; and

(2) by striking “shall be set” and inserting “may be set”; and

(3) by striking “Foundation graduate fellowships” and inserting “Foundation Graduate Research Fellowship Program”.

(d) ADDITIONAL ASSISTANCE.—Section 715(a)(1) (20 U.S.C. 1135d(a)(1)) is amended—

(1) by striking “1999–2000” and inserting “2004–2005”; and

(2) by striking “1998–1999” and inserting “2003–2004”.

(e) AUTHORIZATION OF APPROPRIATIONS.—Section 716 (20 U.S.C. 1135e) is amended by striking “fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years” and inserting “fiscal year 2004 and such sums as may be necessary for each of the 5 succeeding fiscal years”.

(f) TECHNICAL AMENDMENTS.—Section 714(c) (20 U.S.C. 1135c(c)) is amended—

(1) by striking “section 716(a)” and inserting “section 715(a)”; and

(2) by striking “section 714(b)(2)” and inserting “section 713(b)(2)”.

SEC. 4. THURGOOD MARSHALL LEGAL EDUCATIONAL OPPORTUNITY PROGRAM.

(a) CONTRACT AND GRANT PURPOSES.—Section 721(c) (20 U.S.C. 1136(c)) is amended—

(1) by amending paragraph (2) to read as follows:

“(2) to prepare such students for study at accredited law schools and assist them with the development of analytical skills and study methods to enhance their success and promote completion of law school;”;

(2) by striking “and” at the end of paragraph (4);

(3) by striking the period at the end of paragraph (5) and inserting “; and”; and

(4) by adding at the end the following new paragraph:

“(6) to award Thurgood Marshall Fellowships to eligible law school students—

“(A) who participated in summer institutes authorized by subsection (d) and who are enrolled in an accredited law school; or

“(B) who are eligible law school students who have successfully completed a comparable summer institute program certified by the Council on Legal Educational Opportunity.”.

(b) SERVICES PROVIDED.—Section 721(d)(1)(D) (20 U.S.C. 1136(d)(1)(D)) is amended by inserting “in analytical skills and study methods” after “courses”.

(c) AUTHORIZATION OF APPROPRIATIONS.—Section 721(h) (20 U.S.C. 1136(h)) is amended by striking “1999 and each of the 4 succeeding fiscal years” and inserting “2004 and each of the 5 succeeding fiscal years”.

(d) GENERAL PROVISIONS.—Subsection (e) of section 731 (20 U.S.C. 1137(e)) is repealed.

SEC. 5. FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION.

(a) CONTRACT AND GRANT PURPOSES.—Section 741(a) (20 U.S.C. 1138(a)) is amended—

(1) by amending paragraph (1) to read as follows:

“(1) the encouragement of the reform and improvement of, and innovation in, postsecondary education and the provision of educational opportunity for all, especially for the non-traditional student populations;”;

(2) in paragraph (2), by inserting before the semicolon at the end the following: “for postsecondary students, especially those that provide academic credit for programs”; and

(3) by amending paragraph (3) to read as follows:

“(3) the establishment of institutions and programs based on the technology of communications, including delivery by distance education;”;

(4) by amending paragraph (6) to read as follows:

“(6) the introduction of institutional reforms designed to expand individual opportunities for entering and reentering postsecondary institutions and pursuing programs of postsecondary study tailored to individual needs;”.

(b) AREAS OF NATIONAL NEED.—Section 744(c) (20 U.S.C. 1138c(c)) is amended by striking paragraph (4) and inserting the following:

“(4) International cooperation, partnerships, or student exchange among postsecondary educational institutions in the United States and abroad.

“(5) Establishment of academic programs including graduate and undergraduate courses, seminars and lectures, support of research, and development of teaching materials for the purpose of supporting faculty and academic programs that teach traditional American history (including significant constitutional, political, intellectual, economic, diplomatic, and foreign policy